

STRATEGIC PLAN

for

2004 - 2007



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Table of Contents

First 5 Placer County Children & Families Commission

STRATEGIC PLAN

	Page
Our Vision / Our Mission	1
<hr/>	
Introduction	2
<hr/>	
What is First 5?	3
Placer County's Approach	4
<hr/>	
Strategic Principles	5
Stewardship	6
Community Learning Conversations	7
An Inclusive Strategic Planning Event	8
Strategic Result Areas	9
<hr/>	
Going Forward	12
<hr/>	
Evaluation and Learning from Outcome Data	13
Sustainability	14
Investment Principles	16
Investment Strategies	16
Additional First 5 Placer Activities	18
APPENDIX	
<hr/>	
Strategies	20
Measurement Tools	24
Open Space Technology	24
Focused Conversation Method and Technology of Participation	26
Partner Outcomes by Strategic Result Area	27

Our Vision

The First 5 Placer County Children and Families Commission believes *all children are our children* therefore we shall create an environment that supports our children and their families in reaching their full potential.

Created at the First 5 Placer Strategic Planning "Event" March, 2000.

Our Mission

In order to achieve Our Vision we will focus on early childhood development and will support and build on existing collaborative efforts by bringing together diverse perspectives, communities, and resources to assure comprehensive integrated strategies and holistic family-centered sustainable approaches.

"The brain matures in the world, rather than in the womb; thus young children are deeply affected by their experiences."

INTRODUCTION

What is First 5?

“There is hereby created a program in the state for the purposes of promoting, supporting and improving the early development of children from the prenatal stage to five years of age. These purposes shall be accomplished through the establishment, institution and coordination of appropriate standards, resources and integrated comprehensive programs emphasizing community awareness, education, nurturing, childcare, social services, health care, and research.

It is the intent of this act to facilitate the creation and implementation of an integrated, comprehensive, and collaborative system of information and services to enhance optimal early childhood development and to ensure that children are ready to enter school. This system should function as a network that promotes accessibility to all information and services from any entry point into the system. It is further the intent of this act to emphasize local decision making, to provide for greater local flexibility in designing delivery systems, and to eliminate duplicative administrative systems.

The programs authorized by this act shall be administered by the California Children and Families Commission and by County Children and Families Commissions. In administering this act, the state and county commissions shall use outcome-based accountability to determine future expenditures.”

From: The California Children & Families Act

Research in brain development clearly indicates that the emotional, physical and intellectual environment that a child is exposed to in the early years of life has a profound impact on how the brain is organized. The experiences a child has with respect to parents, caregivers and their environment significantly influences how a child will function in school and later in life. First 5 is designed to provide opportunities for all children prenatal to five years of age to have access to a comprehensive, integrated system of early childhood development services and experiences so that they will have a better chance to become the best citizens possible with a positive view of their world and themselves.

One role of the First 5 initiative is to ensure that Prop. 10 funding decisions are made at the local level, calling for extensive input from all segments of the community. The overall intent is that local commissions will engage service providers and consumers in an integrated countywide partner approach to achieve sustainable strategic results for children prenatal to 5 years and their families.

PLACER COUNTY'S APPROACH

Strategic Principles

With the enactment of the California Children and Families Act, for the first time in the history of California there has been a comprehensive, grassroots effort to fully involve the public in deciding how young children's programs should be funded. First 5 – Placer is committed to making the most of this unique opportunity and is guided by the following principles to achieve our outcomes:

- No child will be left behind, meaning all children are eligible for services funded by First 5 - Placer.
- We will promote holistic and culturally competent approaches involving comprehensive outcomes for whole children, families, and communities. By being holistic and culturally competent our efforts will address the full range of support, prevention, early intervention, and treatment for all children birth to five and their families.
- Comprehensive goals, approaches, and processes will require cross-agency planning, assessment trainings, integrated service delivery, and outcome linkages among multiple providers, supporters, and agencies.
- Partner strategies and outcomes will build on existing strengths and create sustainable collaborative linkages to fill gaps. Planning and service delivery partners will be encouraged to embrace the big picture spanning all perspectives, rather than focus only on their specialized portion of the First 5 Strategic Plan.
- Enrichment activity providers, parent networks, faith-based organizations, and other non-traditional partners who support the healthy development of children and families are recognized as critical partners.
- First 5 - Placer strategies will seek to partner with, build upon, strengthen, expand, and help leverage existing and new initiatives while continuing to acknowledge lessons learned during a decade of comprehensive service integration and multi-agency collaboration in Placer County.
- First 5 - Placer will not supplant existing services or relieve agencies of their current responsibilities in serving and reaching out to children and families.
- Evaluations will be approached as a continuous learning opportunity to improve services, discover approaches, and sustain comprehensive child, family and community outcomes.

Stewardship

“Stewardship - The act of holding something in trust for another.”

When the First 5 - Placer Children and Families Commission’s original strategic plan was adopted in 2000 it used a Request for Results application process as a vehicle to identify and fund results-oriented services for the prenatal to 5 population. The maximum duration of funding under the Request for Results was three years. Through this process about \$8.9 million was awarded through June 30, 2004.

However, given that Prop. 10 funds are projected to decline over the years the Commission decided to suspend additional Request for Results applications. Therefore, instead of releasing another layer of potentially unconnected grant funds into the community, this action gave the Commission, and the early childhood development community, an opportunity to focus on evaluating the results that were being achieved by current Prop. 10 investments and to use this information to guide future investments in achieving sustainable results.

As stewards of the unique resources made available by Prop. 10, the Commission recognized that it needed to intentionally and authentically engage the community in safe learning environments where the community could think strategically and provide timely information to revise and update the plan. To this end, in the fall of 2003, the Commission decided to replicate its successful “Community Learning Conversation” model to engage the community in providing input to update its Strategic Plan.

Community Learning Conversations

Since all prenatal to 5 children are eligible to receive the benefits of First 5 funded services, all aspects of the community were viewed as potential resources to revise the plan.

Therefore, extensive outreach was conducted by the First 5 Partner Network to invite all facets of our community to participate in the planning process. The primary purpose of the Community Learning Conversations was to inform and/or reconnect the community with the brain development message, provide information about First 5 Partner activities, and to meaningfully involve the community in providing input to this plan.

Several Community Learning Conversations were held throughout the different geographic areas of the county. The conversations were centered on the video titled “Food for Thought,” which provides information about the importance of the early years of a child’s life and the incredible amount of brain development that takes place during those years. From the community’s perspective, these are the things that are now different in Placer County as a result of First 5 activities:

- New networks, partnerships and collaborations have been formed.
- There is increased community awareness of the importance of the early years for all children.
- The community has come together to serve as a larger support for children and families by providing new programs and services.
- There are more resources for parents.
- Children have better access to music and art.
- There is more awareness of children with special needs, their families and the community that serves those families.
- Men with children prenatal to 5 are now receiving education, from nutrition to the importance of interaction with their children.
- Child Care Providers have increased learning opportunities.
- Children are entering kindergarten more prepared.
- Children are healthier.

An Inclusive Strategic Planning Event

The series of Community Learning Conversations culminated in an invitation to a two-day event that included an Outcome Faire and a Strategic Planning Meeting that used an Open Space Technology process to make sure that every voice was heard (see Appendix for definitions of Open Space Technology and Community Learning Conversations).

Outcome Faires have been used every year since the implementation of the original plan as an opportunity:

- For the community to see first hand, and understand what is going on with Prop. 10 money in Placer County.
- To provide an opportunity for the First 5 Partner Network to make new connections and/or recharge existing ones.
- To provide a safe, fun environment for families of children prenatal to 5 years of age to interact with each other and learn about the resources available to them through the partnership supported by the First 5 Placer Commission.

The Open Space Strategic Planning Meeting was well attended and generated inspired, productive collaboration among the participants around the theme question:

“What are the sustainable results we want for our 0-5 children and their families?”

Many small groups were convened in parallel working sessions around topics of shared interest such as:

- Increasing awareness of brain development.
- Ways to promote the First 5 resources.
- Access to the arts for all children.
- Quality child care availability.
- Services for children with special needs.
- Health insurance.

All input from the Community Learning Conversations and the Open Space Strategic Planning event was used to update this plan.

As part of implementation, the First 5 Placer Commission will take this plan back out to the community to educate and encourage participation. We are committed to reaching out to new segments of the community and creating ongoing opportunities for meaningful community involvement.

STRATEGIC RESULT AREAS

This section describes the Strategic Result Areas for the Commission's updated plan:

- Improved Family Functioning
- Improved Child Development
- All Children Are Healthy
- Community Partnerships
- Supportive Environments

In each area, we have described the desired outcomes and a summary of potential strategies. Definitions for the terms used in this section are as follows:

Strategic Result – A broad goal to be achieved throughout the county

Outcome – A condition and/or behavior that will exist or be enhanced as a result of activities or services funded or initiated through First 5

Potential Strategies – Broad activities to achieve the goals and outcomes

The potential strategies in this plan summarize best practices and are supported by the community voice. The strategies are offered as guidelines. They are not meant to preclude additional innovative and creative strategies offered by community partners or strategies that may emerge during the implementation phase of this plan. Detailed strategies by strategic result area are listed in the appendix.

STRATEGIC RESULT #1

IMPROVED FAMILY FUNCTIONING

Strong Families and Support for Families

Outcome: Improved Family Competencies – All families will have the opportunity to be supported in becoming more knowledgeable and competent in child nurturing, child interaction, child learning and parenting skills which promote positive child development.

Potential Strategies: Strategies used to achieve this outcome provide families with awareness and knowledge through outreach and education, promoting behavior change through positive parenting education; and providing access, linkage and follow-up to training, education and services. (See Appendix for listed strategies)

STRATEGIC RESULT #2

IMPROVED CHILD DEVELOPMENT

Children Learning and Ready for School

Outcome: Children Meeting Developmental Milestones - All children will meet appropriate developmental milestones in cognitive, speech and language, fine and gross motor, self-help, and social-emotional areas.

Potential Strategies: Strategies used to achieve this outcome promote the value of intentional child development practices among parents, child care providers, and infant and preschool educators through education, informal networks, service linkages, targeted behavior change; and activities that will improve and expand opportunities for children of all income levels to engage in exploration of their local natural environment. (See Appendix for listed strategies)

STRATEGIC RESULT #3

All Children Are Healthy

Outcome: Family Wellness Competency - All families have the knowledge, resources, and ability to optimize the health and wellness of its members.

Potential Strategies: Strategies used to achieve this outcome provide all children and their families with the access to and knowledge of health services and information. This will be achieved through outreach and education; promotion of activities in the community that assure that the health needs of all children are being met; and the provision of both prevention services and treatment for all children prenatal to 5. (See Appendix for listed strategies)

STRATEGIC RESULT #4

Community Partnerships

Outcome: Partnership Competency - All families have access to a network of support through an integrated partnership of informal and formal care.

Potential Strategies: Strategies used to achieve this outcome promote family centered, culturally competent, multi-method partnerships that ensure access, outreach, and service linkage. These strategies seek to assure that all partners are included using non-traditional, community, natural/organic, and private sector resources. (See Appendix for listed strategies)

STRATEGIC RESULT #5

Supportive Environments

Outcome: Supportive and Nurturing Environment – The greater community will be supportive in providing safe, healthy, nurturing, and appropriate environments for families which promote positive child development and learning.

Potential Strategies: Strategies to achieve this outcome involve promoting enrichment opportunities and exploration of the natural world, supporting recreation programs and family gathering places in the community, decent homes, safe schools, and culturally competent service systems that include activities to assist families in accessing information about services and the financial resources to meet their basic life needs. (See Appendix for listed strategies)

GOING FORWARD

Evaluation and Learning from Outcome Data

“Evaluation will be approached as a continuous learning opportunity to improve services and outcomes. This will be done in a partnership between the Commission and its Partner Network in order to discover the best approaches to achieving and sustaining comprehensive child, family and community outcomes, rather than as a means to control or coerce services delivery partners”.
First 5 – Placer Plan, August 2000

From the very beginning, the work of the Commission has been outcome focused. The process starts with goal-oriented, inclusive community planning strategies and continues with the provision of training, technical assistance, and facilitation to help our partners articulate outcomes and define performance measures. Outcome data (both qualitative and quantitative) describes the extent to which activities are helping children and families achieve desired outcomes.

Timely communications about outcomes being achieved have been critically important to the successful implementation and evaluation of Prop. 10. Indeed a great deal of the success in Placer County has been realized through the effective use of data feedback loops in the Commission’s learning conversation model. Strong networks need effective communications, and feedback is central to communication and learning.

The Commission also has an appreciation for the central role of relationships in the Partner Network that is providing services to the prenatal to 5 population. In this relationship-based evaluation model, the Commission supports learning conversations with each Partner to analyze and learn from the performance data that is collected by the Partner. These conversations reflect the Commission’s principle of being outcome-oriented and using outcome data in making program, policy, and funding decisions. The intent of these conversations is about providing safe, quality time to share the feedback loops that are used to tell the Partners whether the results that were anticipated are being met; in the process of being met; or not being met. The objective is not to have Partners present findings to the Commission merely as a funding source. The conversations follow a pattern that uses the Focused Conversation Method, a process to help a group of people with different perspectives understand the meaning of the data. The conversation is a journey of questions going from surface levels and facts to in-depth learning and decisions.

Since a continuous information flow is so critical to the healthy development of the Partner Network, any highlights and learning that emerge from the conversations are recorded and sent electronically to the entire network. The information is also posted on the First 5 – Placer web site. The theory is that our Partner Network is an adaptive interconnected system much like the neurons in the young child’s brain. By providing a simple, yet consistent feedback loop to exchange outcome data (i.e., information) from one part of the network to the rest of the network, we attempt to strengthen the network and foster county-wide knowledge about what is happening with our prenatal through 5 population. As that information flows within the network, understanding of the different roles Partners play in achieving outcomes is also enhanced. This fosters generative relationships and creates

sustainable linkages throughout the Partner Network that will help it adapt and provide meaningful, results-oriented services to the prenatal through 5 population in the present, and hopefully in the future.

The Commission intends to continue this model of learning from outcome data and sharing that learning with the Partner Network and the community. Thus every contract or other mechanism that the Commission uses to invest Proposition 10 funds will be evaluated through periodic, timely learning conversations. The intent is to learn from performance measurement data and use that learning to make funding, program and policy decisions.

New and existing partners are expected to understand and embrace the following concepts: outcomes, sustainability, partnerships, learning conversations and evaluation. Ongoing trainings and technical assistance will be provided to support partners in achieving meaningful outcomes and sustainable results.

Sustainability

The funding that California voters approved with the passage of Proposition 10 makes sustainability a critical issue for First 5 – Placer. During the first five years of operation, taxable tobacco sales have already begun to decline and are projected to continue to do so. Therefore, First 5 - Placer must develop and support strategies that sustain its work even as its own revenues decline. This means that providing funding cannot be the sole focus of any Commission effort, but must involve generating some level of self-sufficiency (sustainability) within the larger community to achieve and sustain results for children and families.

Defining Sustainability

It is clear that the Commission and its partners must focus on sustaining results, not just engage in the process of funding and refunding programs if it is to produce long lasting changes at the level of families, communities and culture. Sustainability in this context is neither the funding/refunding of programs and/or organizations, nor is it simply leveraging external financial resources (grants) to continue programs funded by First 5. Instead, it is the process by which communities are nurtured and supported to produce continuous measurable improvements for the benefit of prenatal through 5 children and their families.

First 5 – Placer, then defines sustainability in the context of on ongoing community change as follows:

<i>First 5 Placer will <u>sustain results</u> that benefit children prenatal through 5 and their families, by mobilizing both social and financial capital to produce measurable, positive change for these families at the community level.</i>
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Sustainability Strategies

The focus on sustainable results not just programs or services will require different strategies. The concept of social and financial capital, embedded in the above definition of sustainability suggests three broad strategies that the Commission will undertake, and join in partnerships with others to achieve sustainable results.

Social Capital Emphasis: Social capital means the strengthening of community networks (i.e., relationships between and among families, communities and organizations) to support and sustain results that benefit children and their families. Social capital activities could include working collaboratively by sharing resources, facilities, equipment, information, political contacts and funding; involving community members as resources in developing services delivery practices and/or analyzing program outcome data; establishing and supporting informal community networks to support families and to spread the early childhood development message.

Financial Capital Emphasis: This is the traditional view of sustainability in which the Commission will provide primary funding and undertake activities that assist with leveraging resources, developing long and short-term financial strategies, investment and management of the Prop 10 trust fund, and other capital strategies. Financial strategies may also include requiring varied funding sources to achieve a result – not just the Prop. 10 investment, providing training within the community and the Partner Network around different ways to secure funding, sharing technical expertise, and applying flexible oversight and distributive decision-making to allow partners to maximize their First 5 dollars to achieve results.

Integrated Approach: It is possible to do more than just combine some financial capital tactics with social capital tactics in order to create a sustainability strategy. A more integrated or systemic approach to sustainability would focus on creating partnerships among First 5 - Placer organizations (both public and private), communities, and families in order to share the responsibility for mobilizing social and financial capital.

Integrated approach strategies may include bringing stakeholders together to develop a multi-agency plan to achieve a result that crosses over several organizational boundaries, exploration and training around ways to gather and present outcome data information and use it for non-Prop 10 funding. It also involves establishing and supporting formal and informal community networks around access to services and information, and involving non-traditional organizational partners in problem solving issues. We will support the community and clients in problem solving processes to change or shift cultural norms, including organizational policies and practices.

Whether at the organizational or consumer level, money alone cannot achieve the results that are envisioned by the First 5 movement. To be sure, money is important, but in order for sustainable results to be achieved, there is also an equal need to put resources into creating and sustaining generative relationships. We hope to foster a culture that believes “business as usual” is just not good enough for our prenatal through 5 children. We will encourage and practice values that are inclusive and respectful of the importance of relationships, collaborations and networks. We will also encourage and support practices that add the strength-based “third column” during the intake process and in case management so that families can be supported in identifying, developing and nurturing sustainable strengths that will keep them out of the “system” and enable them to provide the home and neighborhood environments their children need for optimal development.

Investment Principles

We will use a variety of approaches to invest Proposition 10 funds to achieve our desired outcomes. Regardless of which approach is used, the principles that will guide this investment process are:

- Results-based and genuine use of outcome data feedback loops
- Leveraged funds, including state Proposition 10 funds to maximize local Proposition 10 dollars
- Family centered “wrap – around” team approaches that are holistic and strength based
- Collaborative, inclusive and integrated system-wide approaches
- Sustainability that encompasses culture, practices, relationships, funding, and the transfer of skills from one partner to another

Eligible Partners

Private Non-Profit 501 (c) 3

Private For Profit

Public Agencies

Non-incorporated groups/organizations that have a legal entity as a fiscal sponsor

Investment Strategies

In line with the investment principles, over the next 3 years, the Commission will use several different strategies to invest approximately \$9,000,000 to meet the diverse needs/wants of the prenatal through 5 population, and to build on existing strengths and partnerships.

- We will provide up to \$5,366,500 over the next 3 years to sustain the results currently being achieved by the First 5 Partner Network. Contracts will be awarded for one year, renewable up to 3 years, contingent upon partners meeting their outcome commitments. A scope of work and budget will be created annually to address program outcomes and sustainability.

Strategic Result Area #1: Improved Family Functioning

<i>Partner Network 3-year Funding</i>	<i>Up To</i>
Chana Teen Parent Program	\$232,000
Golden Sierra Life Skills – MIC	\$180,000
PEACE for Families – Early Childhood Development	\$124,000
Superior Court STEP Calendar – Social Worker for 0-5	\$232,000
UCD Literacy – Coordinated with Nutrition	\$232,000
Total	\$1,000,000

Strategic Result Area #2: Improved Child Development

<i>Partner Network 3-year Funding</i>	<i>Up To</i>
Baby Steps Inclusive Playgroup	\$ 56,000
Bobbi Brown's Music Program - Serving Children w/Autism	\$ 47,000
PCOE Child Care Services	\$464,000
PCOE Special Needs – Equipment and Supplies	\$ 16,000
Rocklin Unified School District	\$155,000
WPUSD Preschool – Teachers Salary	\$186,000
Total	\$924,000

Strategic Result Area #3: All Children Are Healthy

<i>Partner Network 3-year Funding</i>	<i>Up To</i>
Breastfeeding Coalition of Placer County	\$156,500
Multi-Disciplinary Interview Center	\$155,000
Nutrition Coalition – Coordinate with Literacy	\$232,000
Safe Kids Coalition – Implement Countywide	\$ 62,000
Sutter Auburn Faith Foundation's Baby Track Program	\$ 47,000
Tahoe Truckee Dental Program	\$155,000
Total	\$807,500

Strategic Result Area #4: Community Partnerships

<i>Partner Network 3-year Funding</i>	<i>Up To</i>
More Than Words ASD Program	\$ 77,000
Early Relationship Support Project – Countywide	\$464,000
Kings Beach Family Resource Center	\$464,000
Total	\$1,005,000

Strategic Result Area #5: Supportive Environments

<i>Partner Network 3-year Funding</i>	<i>Up To</i>
The KidZone	\$ 93,000
CAPC Home Visiting – Implement Countywide/No Wait List	\$1,005,000
Placer Superior Court Facilitator's Office	\$532,000
Total	\$1,630,000

- We will invite existing partners, and potential partners with new requests for money or new ideas to participate in an action-oriented Request for Results application process that encourages community building collaboration over win/lose competition. We will set-aside \$1,200,000 for this purpose and fund organizations for up to 3 years.
- We will invite community stakeholders who have an interest and expertise in theme areas such as the arts, child health, and other areas identified by the community and

the Commission to participate in processes that combine Open Space Technology and the Technology of Participation (ToP) Methods. The intent of this strategy is to explore the theory that communities know best how to meet their needs. This strategy will facilitate the “community of interest” to self-organize and determine the best uses of funds to accomplish the outcomes needed in the selected theme areas. The Commission will invest approximately \$300,000 in this strategy.

- We will provide a continuous stream of \$5,000 mini-investments to fund emerging one time or pilot activities. Up to \$165,000 will be available for this purpose (\$55,000 annually).
- We will selectively partner with the state First 5 Commission in their matching funds initiatives (for example: voluntary pre-school for all, school readiness, retention incentive, children’s mental health, special needs services, and child health initiatives, including dental health). We will invest approximately \$450,000 in this strategy.
- We will continue to support the local Network of Care for Kids web site and we will invest up to \$72,000 in this community asset (\$24,000 annually).
- We will provide training, technical assistance, and facilitation to any organization striving to help prenatal through 5 children and their families achieve meaningful outcomes and achieve the sustainability envisioned in this plan. This assistance and support is open to any organization or group that serves children, not just our funded partners and not just those in our county. In addition, the First 5 Placer Commission will create a Sustainability Committee to develop and implement a comprehensive sustainability plan. The Commission will invest approximately \$1,145,000 in administrative and technical support to provide these services.

Additional First 5 Placer Activities

The First 5 – Placer Commission continues to engage in many parallel yet interconnected activities. This is necessary because children and families face many parallel, complex, and interconnected life issues. As the Commission moves forward with the implementation and evaluation of this revised plan it will also work in the following areas:

- We will continue to engage the community in inclusive strategic planning processes so that we can make the best use of our time and our funds and achieve the strategic results that matter.
- We will continue to educate the community to the importance of brain development in the first years of life, and the opportunities and challenges that knowledge presents for those interacting with our youngest children.
- We will continue to build the organizational capacity within the Commission and the Partner Network to operate as sustainable results-oriented organizations in the years to come.
- We will continue to value inclusive policy development and we will use customer friendly administrative and contracting processes.

- We will continue our practice of on-going evaluation/analysis of First 5 funded services using outcome data to measure progress and make program, policy and funding decisions.
- We will continue to underwrite community education and resource awareness events that promote quality early childhood development so that we can build and sustain family/community partnerships and environments.
- We will seek out sound investment and leveraging strategies to maximize the Children and Families Trust Fund.
- We will continue our efforts to have Commission and community emissaries to liaison and develop strong working relationships with the State Commission and statewide associations that address early childhood development. Our intent is to complement, not duplicate each other's strategies, and protect this incredible resource we have been entrusted with on behalf of our children and their families *into perpetuity*.

APPENDIX

	Page
Strategies	20
Measurement Tools	24
Open Space Technology	24
Focused Conversation Method and Technology of Participation	26
Partner Outcomes by Strategic Result Area	27

Strategies

These strategies have either been used by community partners towards achieving the strategic outcomes or have been identified by the community voice as potential best practices. They are organized according to the appropriate strategic result area and by type of strategy.

Strategic Result #1: Improved Family Functioning

Awareness/knowledge

- Raise family awareness of, and linkage to, family, community and neighborhood resources and support services.
- Promote family outreach through a comprehensive information and awareness campaign.
- Teach child development and family functioning curriculum to students as older siblings and as future parents.
- Build pre-parenting competencies among youth, focusing especially on child raising and nurturing, and not having children until they are ready.

Behavior

- Help families establish reasonable boundaries based on child development principles.
- Help parents promote enjoyment of learning and demonstrate this to the child through reading, playing, and positive interaction.
- Promote family reading in languages appropriate to the family.
- Promote consistent caring relationships between parents/caregivers and children.
- Promote positive family communication and problem solving.
- Promote positive family identity (self-esteem, hope for the future).
- Especially promote positive parenting among men and fathers, new parents, grandparents, blended families, teen parents, young adult parents, parents at-risk for substance abuse or family violence, and new immigrant parents.

Services Linkage

- Where necessary, provide access to interdisciplinary teams for post-birth support, consultation, training and education, assessment for long-term intensive service needs, linkage and follow-up.

Strategic Result #2: Improved Child Development

Global

- Address all aspects of development including social and emotional development.
- Promote kindergarten readiness.
- Promote the value of children and child development throughout Placer County.
- Promote a stipend program for child care providers who meet pre-determined criteria.
- Promote startup assistance for new providers, and improvement assistance for existing providers including environmental safety, appropriate resources and materials.

Awareness/knowledge

- Promote quality child development practices among all parents.
- Promote parent/child reading, music, arts, and innovative child development approaches among all children including children with special needs.
- Promote child development education program for parents.
- Provide parent education on child development.
- Promote recruitment, training, and accreditation for new childcare providers, including providers who serve special needs and sick children, and non-English-speaking children and families.

Behavior

- Promote child and family literacy and reading.
- Explore the use of innovative special needs approaches such as communication through music.

Service Linkage

- Provide home visiting for all new parents.
- Provide parent/child playgroups facilitated by a trained child development specialist.
- Provide universal preschool.
- Provide developmental assessments for all children.
- Provide high quality child care and preschool learning environments that are affordable or free; open for extended hours, emergencies, or drop-in; serving all ages and needs from birth to five; in multi-cultural environments where appropriate.
- Promote full-day combination childcare/preschool/after school/enrichment programs that include transportation between sites, if necessary.

Informal networks

- Encourage linkages between senior citizens and children.
- Reach out to existing playgroups and parent's networks to offer resources and materials on child development, resources and material.

Strategic Result #3: All Children Are Healthy

Global

- Support programs for children with special health care needs.
- Promote inclusion classrooms for regularly developing children and children with special needs.
- Promote health care provider training programs on brain development, early childhood nutrition, smoking cessation, and resources for referral and intervention.

Awareness/knowledge

- Support efforts that provide parents health education information including injury prevention, anticipatory guidance, growth and development, etc.
- Promote outreach to assure early entry into care for pregnant women and their children.

Behavior

- Provide activities and education intended to eliminate preventable hospitalizations.

Informal networks

- Promote activities in the home, school, and community that assure children's nutritional needs are met including the promotion of a healthy feeding relationship.
- Develop a parent-based education and support network for parents of children with special needs.
- Promote integrated interdisciplinary home visiting teams engaging all families in all cultures from pregnancy through early childhood.

Service Linkage

- Provide all children and families ready access to a full range of health services including medical, dental, social and emotional.
- Provide breastfeeding support for new mothers.
- Provide a family support advice line.
- Provide adequate resources (both number of providers and finances) to assure that special health and developmental needs of infants/children are met.
- Promote early identification of the full range of health needs among all children and families.
- Promote continuous care and education for prospective mothers, from before they get pregnant through the postpartum period.
- Develop specialized relationship support service providers and a service/support network for children with special needs.
- Provide outreach, enrollment, and follow-up to enroll families and children in available health insurance programs (AIM, MediCal, Healthy Families, etc.) and to ensure they receive needed services.
- Increase child and family access to all levels and types of healthcare including preventive, emergency, traditional, and non-traditional services.
- Promote the use of an interdisciplinary family team approach among families that receive multiple services and supports.
- Promote programs to increase the number of providers willing to serve families insured by MediCal or Healthy Families.
- Promote health consultation visits/services to child care/development settings.

Strategic Result #4: Community Partnerships

Global

- Promote relationship building between the more traditional social and health services providers and less formal programs, groups, and structures that support the health and well being of families.
- Promote quality family centered, culturally competent, multiple-method, and integrated services that are accessible in all areas of the county.
- Support family involvement in setting policy for countywide child development issues.
- Promote services that are fully participatory and driven by individual and family strengths and assets.
- Promote the appropriate sharing of case information.
- Increase the quality of services in all types of child and family services.

- Promote use of quality best practice models that have been evaluated and proven effective.
- Listen to the voices of everyone in the community, including those who are least likely to be heard.
- Provide all resources, materials, and services in the family's language.
- Promote the First 5 Web-based service directory and information resource center.
- Promote father-friendly outreach and service delivery approaches in all programs.
- Promote interdisciplinary team support to childcare and child development providers.
- Promote innovation and creation of new approaches to serving and supporting children and families, including arts, music, and movement.

Provider network

- Promote outreach, training, support, resources and materials for all caregivers, i.e., a "home visiting program" for childcare providers.
- Promote strong, continuous, and sustainable outreach and service linkages among all First 5 partner agencies.
- Partner with others to bridge gaps in the service system.
- Support on-going and in-service training for all providers, and strengthen training linkages with local colleges and universities.
- Collocate or cluster related programs to increase access to multiple services, especially in communities where lack of transportation is a barrier to services.
- Promote the creation and use of a universal Management Information System to support integrated services among families that receive multiple services and supports.
- Ensure that rural families have access to all First 5 resources and services.
- Promote programs to increase the number of specialty providers including infant/early childhood relationship support specialists and bilingual/bicultural service providers.

Non-Provider/Community Natural Resources/Private Sector

- Develop a sustainable network of arts and music resources for children and families.
- Work with the faith community to serve and support children and families.
- Develop and support community-based health and other resource educators and promoters.
- Promote public meetings and activity spaces and forums that give families the opportunity to come together and build networks of support.
- Encourage employers to support child and family development among their employees.

Strategic Result #5: Supportive Environments

Global

- Promote a caring community environment that values children of all ages and cultures.
- Promote enrichment opportunities for children and parents including music, arts, and culture.
- Promote recreation programs for parents and young children.
- Promote safety in the home, school, and community, and reduce exposure to environmental risks such as tobacco smoke, substance abuse, and other unsafe environments.

- Reduce the exposure of young children to violence including family violence, media violence, and community violence.
- Promote culturally competent systems and programs that increase community wide knowledge of health resources and health information.
- Promote extended families, family mentors, and other family support networks.
- Promote safe and violence-free environments within the family, school, and community.

Informal networks

- Promote public gathering places for families to come together for celebrations, play and community building.
- Establish a warmline information line or Web-based resource directory for basic parent information and resources.

Basic Needs

- Promote employer and employment programs that increase sensitivity and awareness of employee family issues.
- Promote affordable and desirable housing for all income levels.
- Provide emergency shelter for at-risk families.
- Promote efforts to assist families in obtaining adequate financial resources to meet their basic needs.
- Promote development of available transportation with flexible schedules to meet family needs.

Measurement Tools

Measurement tools are instruments used by community partners to collect the data that show the success in achieving an outcome. The following tools are being successfully used:

- Placer Outcomes Screen
- Ages and Stages Questionnaire
- Individual Developmental Profiles
- Photos and videos
- Anecdotal stories
- A variety of pre and post surveys

Open Space Technology

Open Space Technology (OST) is a process used to convene small and large groups of people, engaging them in constructive conversations on a focused topic in a highly participative manner. Following a well-established process, the collective group is enabled to take responsibility for the detailed agenda and proceedings such that the outcome is always relevant and appropriate. OST is based on the concept of a community of collaboration and a “village marketplace” of ideas. Participants have opportunities to continually move between community and the marketplace of ideas and topics. This introduces a constant mixing and cross-pollination of group input, that has the potential to produce systemic and sustainable results.

Open Space is an intricately structured process founded upon passion for change and a balance of individual and group responsibility. Open Space creates an environment conducive to dissolving barriers to collaboration while effectively building alignment and shared purpose. Minimal lead and design time is required.

The Open Space process seeks to bring "the whole system into the room." Open Space capitalizes on the richness and adaptability found in the harmonious integration (not homogenization) of diversity. Each person is fully heard, and takes responsibility for their own learning. The collective knowledge of the entire organization or group can be integrated and brought to bear on immediate solutions as well as long-term capabilities. Transformations required for new leadership skills at all levels are learned as people shift from determining fixed futures to building generative environments capable of bringing forth the best choices and opportunities.

After identifying a compelling theme, Open Space Technology operates under four principles and one "law."

The Four Principles:

Whoever comes are the right people.

Whoever is attracted to a particular topic are the people who can contribute most to it because they really care about it.

Whatever happens is the only thing that could have.

Do your best to be open to whatever happens in the present time and place. Do not let yourself be constrained by what you think could be or should be happening.

Whenever it starts is the right time.

The creative spirit has its own time, and our task is to make our best contribution entering that flow of creativity whenever it starts.

When it's over it's over.

Creativity has its own rhythm. Pay attention to the flow of creativity, not to the clock.

The Law of "Two Feet"

If during the course of the gathering, you find yourself in a situation where you are neither learning nor contributing to the learning, you must use your two feet and go to a more productive place.

Focused Conversation Method and Technology of Participation

The Focused Conversation Method, often referred to as the “learning conversation,” provides a setting and a context for meaningful communication. It is used to facilitate group conversations and discussions, which allow members of the group to share diverse perspectives in a non-confrontational manner. Using this method can help people in a group share insights and creativity around a common topic, issue or experience. It creates an opportunity for people to broaden their perspectives and learn from each other. It also may reveal the existing level of consensus within the group around a topic, issue or understanding of data.

The Focused Conversation is part of a cachet of techniques developed by the Institute of Cultural Affairs and packaged under the heading of the “Technology of Participation” (ToP). The Technology of Participation group processes help groups think, talk, and work together by providing facilitation techniques and structured methods to:

- Recognize and honor contributions of all
- Let the group deal with more data in less time
- Pool individual contributions into larger more informative and inclusive patterns
- Welcome diversity while minimizing polarization and conflict.

PARTNER OUTCOMES BY STRATEGIC RESULT AREA

Family Functioning

- Fathers are receiving parenting education and utilizing it to improve their relationships with their children and as the fathers improve their children improve.
(Men Infants and Children's Program)
- Parents of children with disabilities seem more comfortable and accepting of their child's circumstances in the positive classroom environment where their kids can do so many things and have fun learning.
(PCOE – Combined Special Needs)
- Parents read more often to their children, discuss the content of books, give books as gifts, and sing more songs with their child.
(Early Literacy – Ready to Succeed Program)
- Parents are learning and using new ways to interact with their autistic child, which leads to better parent-child relationships and also helps the child's development.
(PCOE – Hanen "More Than Words" Program)
- Teen parents learned skills that helped them bond with, and nurture their children; they are developing a "parental instinct" and are learning that interaction and stimulation will enhance their children and "grow" their brains, senses, and motor skills. And, for the first time in eight years, there were no second births to teen parents enrolled in the program.
(Chana/Maidu High School Teen Parent Program)
- Family stress and conflict was reduced to the benefit of their children.
(Superior Court – Family Facilitator's Office)
- Parents understand the benefits to their children of participating in an inclusion program that includes children with special needs and typically developing children. Parents can measure their own child's changes. Interactive learning is happening between all children in the groups.
(Baby Steps Community Play Group and RUSD)

Child Development

Children are achieving appropriate developmental skills through achievement of Taekwondo principles.
(Auburn Family Tae Kwon Do)

- Children with special needs are participating in peer activities with typically developing children, making friends, and joining in classroom activities.
(RUSD – Special Needs)

- Children are achieving appropriate gross and fine motor skills through play.
(Sierra Nevada Children's Museum – KidZone, Chana Teen Parent Program, and Home First/Home Visiting Program)
- Most children are showing positive changes for all of the outcome screening form indicators.
(Kings Beach FRC, MIC, Chana Teen Parent Program, and Home First / Home Visiting Program)
- A large number of children had a positive experience with music.
(Music Collaborative)
- Children who are scored on the Ages & Stages Questionnaire and the Ages & Stages Social Emotional Questionnaire are showing overall improvements in their post scores.
(WPUSD Preschool, PCOE Child Care Services, Baby Steps Community Playgroup, and Early Childhood Relationship Support Project)
- Children are entering Kindergarten better prepared to learn.
(Kings Beach School Readiness, WPUSD Preschool Program, and PCAC Success By Six)

Child Family Partnership (SC)

- Both an inclusive playgroup and preschool exist for special needs and typically developing children. Preschool and special needs staff plan and implement the preschool curriculum in an inclusive manner and feel strongly that they could “never go back to the way it was before”.
(RUSD – Special Needs)
- There are more newly licensed English and Spanish speaking family childcare providers.
(PCOE – Child Care Resource and Referral)
- An informal support network exists for parents of children prenatal to age 5 in the Tahoe region as a result of parents connecting with other parents.
(Sierra Nevada Children's Museum – KidZone)
- Parents are receiving assistance with linking to and accessing services for the special needs population.
(Autism Spectrum Disorder Resources)
- A large portion of the Latino community is coming into the program facility to receive services along side the Anglo population. These prevention services are keeping people out of crisis and buffering stress that inhibits children's brain development; and families are learning healthy behavior.
(Kings Beach Family Resource Center)

- Physical, emotional, and relationship issues are being identified earlier by First 5 Partners and children are being referred for additional services.
(Home First / Home Visiting Program, PCOE Child Care Services, PEACE for Families, ARC, and Early Childhood Relationship Support Project)

Child Health

- Children and families are choosing more fruits and vegetables, eating together more as a family, reducing the amount of time children spend watching television, making more nutritious fast-food choices, and choosing more nutritious food.
(Nutrition Coalition)
- Immunization rates are higher when the program makes direct contact with the parent.
(Sutter Auburn Faith – Baby Track Programs)
- The Breastfeeding Clinic now exists and breastfeeding moms in Placer County are more supported.
(Breastfeeding Coalition of Placer County)
- Children’s knowledge of basic safety increased significantly according to pre-post test data and the children retained the safety information after a 4-6 month period of time.
(Safe Kids Coalition – Risk Watch Program)